...ICAL ROOM
MAR 22 1932

JOURNAL OF EDUCATION

MARCH 21, 1932

Containing

REPORTS OF THE WASHINGTON MEETINGS
OF THE DEPARTMENT OF SUPERINTENDENCE

My Impressions of the Convention — ALBERT E. WINSHIP

Day-by-Day Gleanings — MARY ELIZABETH O'CONNOR

The Teacher Training Group — WILLIAM A. BALDWIN

The Gist of Certain Addresses

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also listed in the Education Index.

The Big Conference

Sh-h-h! A little bird tells us you stayed away from Washington and missed Mr. Broome's meetings; or that you were in the capital city but "played hookey" from some of the sessions. You trusted the faithful old Journal of Education to bring you the heart and substance of the big conference. And in this issue, surely enough, you will find Dr. Winship's impressions; a day-by-day account by the observant and thoughtful Miss O'Connor; some stimulating samples of the oratory — in short, an interesting summary.

These great gatherings of the Department of Superintendence exert a profound and lasting effect upon the educational policies of the country.

•

The Change of Pace

Letters of approval and congratulation have been reaching the Editors in the few days between the publication of our March 7 Journal and the present writing. As nearly as we can judge, our readers like the "change of pace" and the accompanying new features.

"The News Digest" is a particular favorite, apparently.

•

If you have a flair for editing — write us your hints and wishes. The Journal of Education seeks to supply whatever is most practically helpful to the school profession.

•

If you happen to know of a school, principal, or a really earnest teacher that is not receiving this magazine regularly by subscription, do something about it — please. Every additional subscriber will mean a better magazine.

•

"Conscience shouts to me that I should read the twenty-nine professional periodicals piled up on a corner of my desk," one schoolman writes, "but I let conscience holler itself hoarse while I grab the Journal of Education before the ink is dry."

THE PUBLISHERS.

Forward Looking

A New Edition of a Popular Book

HOTCHKISS AND DREW'S NEW BUSINESS ENGLISH

By GEORGE BURTON HOTCHKISS, M.A., Professor of Marketing, New York University School of Commerce, Accounts, and Finance and CELIA ANNE DREW, Ph.B., Instructor in English, High School of Commerce, New York, N. Y.

(*An interview between the president of a corporation and an employee. The president is speaking:*)

"First, try to visualize the reader who will receive your letter; try to understand his needs and his mood; then, adapt your message to him in substance and style; if you cannot give him what he asks for, show him what he will benefit by accepting what you can give."

This quotation from Hotchkiss and Drew's New Business English is typical of the fresh, new spirit with which the authors have modernized their former textbook. Its instruction is in complete harmony with present-day demands of progressive business organizations.

The new edition of this successful textbook is the result of suggestions that have come from its wider use together with the greater teaching experience of its authors. The instruction throughout is clear and forceful. An abundance of drill exercises gives the necessary practice. All the business forms, letters, etc., are up to date. The comprehensive Appendix contains much valuable information.

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Modern American Education

MODERN American education has changed more in the past seven years than in the last half century. There have been as many vitally significant changes and discoveries in education in the past seven years as in transportation, aviation and in the world of science.

Every school today must prepare a child to live and think in an environment far beyond that which he would have been in five years ago. Independently of the school, every child today is as old at three years of age as he could have been at six years of age in 1929.

No teacher is now estimated or measured by her methods or philosophy or the subject attainments of her pupils, but by the use her pupils make of their education wherever it comes into action.

Character education is no longer estimated or measured by what the teacher thinks the pupils should do and be, nor by their behavior in school or on the school grounds, but by their behavior as boys and girls with boys and girls in the neighborhood.

Modern American education ranks no school by what pupils do that they are told to do, no matter how perfectly it is done as it is expected to be done.

The character of pupils is determined not by their conduct as estimated by the teachers, principals and supervisor, but by their behavior with the boys and girls of the neighborhood. This is fast becoming the measure of modern education.

Teachers must face the facts and recognize that many of the methods of seven years ago are antiquated now. Parents and intelligent persons ought to encourage and support the schools which are breaking through the barriers of tradition and are making an honest attempt to give our boys and girls the kind of education they will need to cope with the tremendous problems which will be tumbling down upon them.

• • •

Summer Schools for Teachers

EDUCATION is universally benefited by summer schools for teachers in service, and for professional students who are seeking education credits.

The quality of the work of the faculty and of the students in summer schools is of a very high order. There is a buoyancy in the physical, professional and social spirit of summer schools that is uniformly helpful and healthful.

Tax-paid teachers are morally, and should be legally, expected to use their vacation for the promotion of their physical, social and professional advantage as teachers.

The summer school for teachers provides more opportunities for teachers to be personally, professionally and physically benefited in education than any other use that can be made of the summer vacation weeks.

The railroad, the bus, and the automobile make it easy for the teachers to combine credits for travel and credits for study in various geographic sections of the country from year to year.

• • •

Teacher-Tenure

WE ARE receiving requests for the name, state, and section of the state on which our editorial — "Teacher-Tenure Tragedy" — in our issue of March 7 was based.

We are not at liberty to broadcast that information, but we will gladly give publicity to a statement of any city, county, or state superintendent who will write us that the tendency with his teachers who have tenure has been to promote professional activity through membership in local, state, county and national associations.

Editorially and personally we have championed teacher tenure from the first year that it became an issue anywhere and will gladly continue such championship, provided it creates the promotion of uniform and universal education service.

• • •

New England Peace Championship

NEW ENGLAND Institute of International Relations will hold a ten-day meeting at Wellesley College June 23 to July 2.

This will be one of New England's chief attractions of the early summer. There will be brilliant addresses each day.

One purpose is to promote the interest of Boys' and Girls' Clubs in the cause of World Peace.

Another important purpose of this meeting of the New England Institute of International Relations is promotion of various religious organizations.

"Religious Peace" is a needed demonstration as an approach to world peace.

Norman Thomas will be one of the chief attractions of the ten days.

Timely Topics

Lessons Writ Large

IF CIVILIZATION fails to make rapid progress in our day, it will not be for lack of object lessons or the means of distributing and impressing them.

Japan's performances in the Far East have been watched by hundreds of millions the world over. Newspapers and radio convey information quickly and spread it widely. The whole world is weighing the evidence, pondering the outcome and its bearing upon the future.

A baby belonging to a famous young American is kidnaped, and within a few hours the news girdles the earth, and is discussed everywhere. The response of human hearts is universal. Laws against kidnaping will be tightened. The human race recognizes how dastardly a thing it is to steal a child for ransom. The deed excites the loathing of an Al Capone.

How permanent are the lessons taught by world events may be questioned. Yet society does roll up a vast amount of common experience into its code of behavior and its ways of thinking. And this material arrives faster today than at any previous time in history.

• • •

Barns and Barns

OVER in Lenox, Massachusetts, country home of millionaires, a great barn is being pulled down by order of its owner. His father built it at a cost of $100,000. It stabled sixty horses and housed twenty carriages. Now the taxes on this idle property have necessitated its removal.

A good many school districts continue to have "barns" which are serving as schoolhouses. These barns, unfortunately, are not being pulled down. Taxes operate to prevent this procedure in the case of publicly owned "barns."

Some day these "barns" will be demolished and replaced by adequate school structures.

• • •

Surmounting Difficulties

THE schools doubtless have first claim upon the nation's resources, as President Hoover told the educators gathered in Washington. But resources are less plentiful than they were, or less available. While hoping for more generous apportionments at a later date, the schoolmen are obliged to deal with conditions as they exist today, and to make the best of them.

Most unfortunate are the schools in which teachers have had to go unpaid. It has been hard for the teachers to maintain their faith in the ultimate outcome, under such circumstances. Foundations have appeared to be crumbling. School morale has, in some instances, suffered considerably. In other instances, teachers have been kept at a high level of effectiveness and courage by the attitude of their leaders.

School workers cannot afford to lower their standards or their ideals. If forced to do with poor facilities, more of their own inventiveness, initiative, and zeal must be poured into the enterprise.

Every great art accepts limitations, and accomplishes its results partly by reason of them.

Education's hands may be tied, but its brains and enthusiasms are its own to exercise more actively than ever.

• • •

Home and the World

COLLEGE undergraduates are developing the international mind. Miniature assemblies, patterned after that of the League of Nations, have been set up in student circles, and are the scenes of vigorous debates on world affairs and relationships.

This is all very fine, and more power to the international mind!

Americans have viewed the rest of mankind too narrowly. The whole earth groans and writhes in pain, these days, because the knack of rubbing elbows amicably has not been learned by the nations. And the protagonists of peace have done wisely to awaken world interest in the hearts of young people in colleges, the leaders of tomorrow.

In the meantime, what a pity that no propagandists are attempting, with equal fervor and success, to enlist college youth in the cause of local citizenship and government! Eternal vigilance is still the price of liberty, at home and among nations. There is a degree of corruption in the city governments of the United States which calls for remedy. College seems to lead away from participation in domestic politics, as something too sordid.

While the students are about it, why not institute town meetings, caucuses, municipal councils and state legislatures, for practice purposes?

Auson W. Belding

The Washington Meetings

Of the Department of Superintendence
National Education Association of the United States
February 18-24, 1932

AS SEEN BY OUR EDITOR AND OTHER OBSERVERS

My Impressions of the Convention

By ALBERT E. WINSHIP

ACADEMIC DISTINCTION

The National Education Association under the presidency of Florence M. Hale, 1931-32, renders a vastly greater service to and through universities and colleges than was ever rendered by any persons or organizations previous to 1920.

The literature of the Association, the studies, the bulletins, the use of its material by university and college publications and professors, by public and university libraries, and by the daily press, is infinitely greater than was ever dreamed of in the administrations of William T. Harris, Charles W. Eliot, or Nicholas Murray Butler.

• •

PRESIDENTIAL PRESTIGE

Florence M. Hale has given education a national prestige never attained prior to 1925. We say this with a personal familiarity with the presidencies of the National Education Association that no one else can possibly have had.

I have known personally every one elected to the presidency of the National Education Association in seventy-five years.

I have known every president in official action for sixty-three years.

I have keenly and deeply appreciated the devotion of eminent men who, in a limited range, loomed large, and I have never under-valued such distinguished service as was rendered.

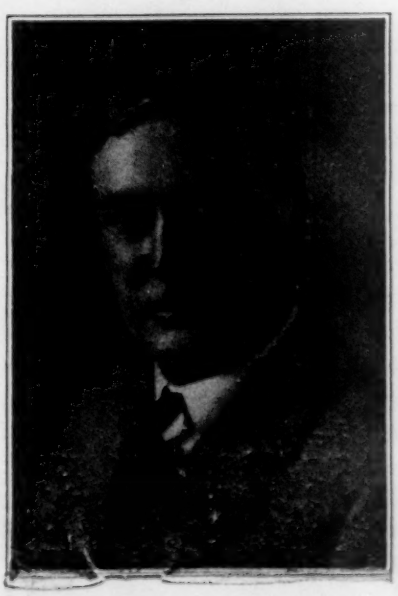
Florence M. Hale has been the personal, inspiring leader of hundreds of thousands of actual teachers, principals, supervisors, superintendents, university professors and presidents, who as a whole are influencing every state, county, city, and neighborhood in the United States.

• •

PRESIDENT BROOME

Dr. Edwin C. Broome, superintendent, Philadelphia, president of the Department of Superintendence, devoted himself without reservation to preparation for the eminent success of the Washington meeting. As a result the arrangements were every way admirable.

EDWIN C. BROOME



Washington is as good a meeting place as there is in the country. The hotels are abundant. They are up-to-date, prices are reasonable for the service rendered.

The principal meeting places are central, the exhibit building is adequate and well located.

President Broome's program was carefully arranged to avoid duplication so far as possible.

No one could have been more skillful, and certainly no one could have kept in better spirit every hour of every day than did Edwin C. Broome.

He never consulted his personal interests and never failed to consult everybody's advantage on every occasion.

• •

PRESIDENT M. C. POTTER

There was never a ripple of opposition to the election of M. C. Potter to the presidency of the Department of Superintendence. Had there been it would have been futile, as there were two conditions which would have made his candidacy impregnable.

Milwaukee is supposed to have the only absolutely sound financial city school system of that class in the world in 1932.

The industrial school system of Milwaukee has solved more problems of labor—civically, socially, and industrially—with no troublesome reaction than anything known in the new world.

Much personal credit is due Dr. Potter for every advantage that Milwaukee enjoys.

No one has assumed the presidency of the Department of Superintendence at a more critical time, and no one has brought to leadership in education a better combination of experience and personality than Dr. M. C. Potter brings.

•

BICENTENNIAL FEATURES

It is no easy matter to make a real success of glorifying a personality that has been glorified to the end of the limit, the world over, for a century and a half.

The Washington Bicentennial celebration at Mount Vernon and various other places made it especially fortunate that the weather was every way ideal.

• •

EXHIBITORS' BANQUET

The Exhibitors' Banquet on Tuesday, February 23, was by far the most interesting meeting to me in half-a-century of National Education Association activities. It was the only time I have had in recent years to refer to the first twenty-seven years of my busy life, which, personally and professionally, were my most interesting and important years. Of these my present associates have known nothing, and there has been no opportunity to refer to them appropriately until this banquet, at which the Associated Exhibitors presented me with a beautiful onyx desk equipment.

• •

THE WEATHER

The weather contributes much to the success of a meeting at which ten thousand persons are together for several days, and the Washington weather from February 18 to 28 was so satisfactory that the most weather - conscious individual could but praise it day by day.

The plans for Mount Vernon, Arlington, and other important excursions this year depended largely upon good weather for the comfort and enjoyment of the guests.

M. C. POTTER

The weather man expressed doubt and fear from day to day, but his fears were needless.

• •

THE GREAT ORATION

Charles H. Judd of Chicago University came nearer delivering a great oration on education than has been approached by any other American in five years.

His oration was brilliant and forceful.

Education today is as far above the educational thought of five years ago as is chemistry, physics or astronomy.

Dr. Judd realized that his audience wanted to know how to think intelligently in terms of modern education. He succeeded marvelously in staying on their inquisitive level and raising them naturally, gracefully, but satisfactorily, to the level of modern education.

No one else, so far as I know, has ever carried a 1932 audience to a 1925 level without the slightest intellectual jolt. That is the greatest triumph of oratory of which we have known in the present decade.

• •

MRS. HERBERT HOOVER

At the California Breakfast, which was in every way one of the brilliant affairs of the ten days, Mrs. Hoover's personality was the special charm of the hour. She was the most genuinely "at home" of all the speakers. She made no formal address, but talked conversationally whenever any of the speakers said anything that made a clever personal comment possible out of her life as a teacher, a mother, a home maker, a neighbor, or welfare worker.

At the Administrative Women's luncheon, which was one of the notable occasions of the week, Mrs. Hoover was the special attraction from start to finish. She eliminated all liability to traditionalism, to stilted compliments, and gave the hour a flavor of sociability with a civic dignity.

At the California Breakfast and the Administrative Luncheon Mrs. Hoover had the charm of being a vital factor. There was no trace of assumption that these two occasions were of special interest because of her presence.

To Mrs. Hoover and everyone else these delightful occasions were samples of the social spirit and professional atmosphere from the morning of the 18th to the noon of the 28th.

I have never known anyone in all the years who so completely and brilliantly mastered as high an attainment without the slightest effort to achieve it.

• •

GENERAL PERSHING

General John J. Pershing, dinner guest at the exhibitors' dinner, was one of the big attractions of the ten days. He had declined to feature any program or event. Nowhere did his name appear on the elaborate program. He merely accepted Dr. Carroll G. Pearse's invitation to sit at the head table, and be introduced as one of the distinguished guests.

When he was thus introduced he made the most notable postprandial addresses. He was one of the famous schoolmasters, priding himself on the fact that he began his professional life as

a schoolmaster at seventeen years of age. He evidently thinks that it meant more to have graduated from the State Normal School at Kirksville, Missouri, than to have been the general of the armies of the United States.

• •

NINETY-SIX CLUB

Presumably the most exclusive of all the subsidiary organizations in education is the "Ninety-Six Club."

Its membership consists of two school men from each of the forty-eight states.

No one on the outside is supposed to know who the members are.

They appear to be supremely happy. When, where and why they meet is nobody's business but their own.

It has been more real fun to have known an occasional member of the Ninety-Six Club than to have known any member of any other club in American education.

• •

FRIENDSHIP BREAKFAST

Ella Godfrey is a most aristocratic, queenly ruler on the first Sunday morning of a summer or winter meeting of school men and women who fly the banner of the National Edusation Association.

Persistency in living for eighty-seven years is responsible for my distinction at the "Friendship Breakfast" of 1932, which was the most interesting and important of the Friendship Breakfasts, and one of my chief distinctions at the Washington meeting.

In the dim-distant past "Major Clancy," who was really never a "major," created one of the most important groups of religious personalities that I have known.

For some reason that I never knew, "Major Clancy" many years ago began to invite O. T. Corson, Homer Seerley, Mrs. Frances E. Clark, myself, and a few other assumed religionists to an early Sunday morning breakfast for which he graciously and generously provided.

At this breakfast, under the magic leadership of Mrs. Clark, there was singing of gospel hymns. After the breakfast Major Clancy filed his breakfast guests to some Methodist Church where we sat in front pews, were afterwards greeted by the pastor, and then we filed into the Sunday School, and took control, under Major Clancy, of the Men's Bible Class.

This was the beginning of as interesting an institution as I have been associated with in eighty-seven years.

Upon the death of Major Clancy, a few years ago, the breakfasts were continued until the death of Dr. Corson, and the failure of Dr. Seerley to attend.

Since then Ella Godfrey has summoned the clan under the magic spell of Olive Jones as toastmistress, with the irresistible charm of John H. Beveridge of Omaha, Frank Cody of Detroit, E. C. Folsom, of Lincoln, Nebraska, and kindred associates.

Mrs. Clark and I seem to be the honored guests.

Ella Godfrey's zeal never slackens, and she never fails to find some devoted patron saint to provide postage and clerk hire to rally the usual number of ardent friends to appear at an early Sunday morning Friendship Breakfast at some first-class hotel.

• •

A NOBLE AMERICAN

Senator Robert M. La Follette made the noblest American address of the ten days at Washington. It was the most American of any address of any publicist or statesman of which we have known in recent months.

He spoke as a highly progressive politician, but he was preeminently a great American. On an occasion when progress seemed to mean weakening everything in the family, the church, and the school, Senator Robert M. La Follette magnified as of first importance a restoration of confidence in the family, in the school, in the church, and in society. He would restore faith and devotion in everything that made the America of the fathers sacred.

There was no address at Washington in the ten days that had less disloyalty in phrasing or in spirit, and more noble American sentiment than that of Senator Robert M. La Follette.

• •

THE LEGISLATIVE HERO

Hon. Russell Dearmont, State Senator of Cape Girardeau, Missouri, achieved higher legislative distinction in the solution of the alarming problems of state finances in education than any legislator of whom the public knows.

Education in Missouri was threatened with more drastic institutional calamities than in any other state, and the educational leaders seemed hopelessly at odds when Senator Dearmont, a young lawyer from the southeast corner of the state, proposed a solution which was acceptable to all factions of school leaders, and at the same time was acceptable to the press of the state and to political leaders of every shade, hue, and tint.

There was nothing more characteristic of President Edwin C. Broome's genius for luck than the placing of Senator Dearmont at a vital point in this remarkable program.

• •

A PROUD FATHER

Dean W. S. Dearmont is largely responsible for the matchless success of Dr. E. L. Stephens, for thirty-two years at the Louisiana State College at LaFayette. In these thirty-two years a soilless school site has become the most remarkable campus of famous live-oaks, with a spread of fifty feet, with young live-oaks that have been scattered by the hundred thousand to the farms, fields and house lots of the state.

Dr. Stephens has incidentally developed the best Jersey cattle farm of 125 acres, of pure bred

Jerseys that take state prizes for cream production. The acres now have the richest soil in the state, and the 125 acres of rich soil and the vast herds of pure bred Jerseys have never cost the college nor the state a dime.

At the same time that the campus and the Jersey farm have been created without money and without price the academic rank of the college has risen to the highest level by the scholastic devotion of Dean W. S. Dearmont, one-time principal of the Cape Girardeau State Normal School.

Dean Dearmont, father of Senator Russell Dearmont, has another son, an eminently successful banker in New York City, who is interestingly famous in solving the present financial problems of Europe.

My personal acquaintance with Dr. W. S. Dearmont for forty years, and the knowledge of the state and international success of his son, made the comradeship at La Fayette, February 6-8, and at Washington, February 18-26, interestingly delightful.

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FAME AND FORTUNE

George D. Strayer seems to have won more legitimate professional fame and financial fortune with no counteracting professional disturbance than any one else in education in modern America.

We can speak of this without reservation since we had no interesting or important affiliation with him, directly or indirectly, during the years of his famous professional attainment or business achievement.

He had the foresight to make city surveys that would discover simple architectural modifications that would have high education and financial value for at least ten years.

His claims could never be disputed, and he insisted that unless there was a failure to produce results he should have professional and financial recognition

FLORENCE HALE

for the benefit enjoyed by children, teachers and taxpayers for certain years thereafter.

The same opportunity was available for others whose claims often surpassed his, but from a modest beginning at Natick, Massachusetts, with which we were first cognizant, to Chicago, today, Dr. Strayer has apparently satisfied the most strenuous critics that there have been no weak spots in his education service.

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TEACHER TRAINING

The discussion of teacher training by trainers of teachers on February 18 and 19 was the most satisfactory study of present-day education that I have known in three years.

The leaders in State Teachers Colleges and State Normal Schools with some of the best professionalists in universities faced present conditions heroically.

There was not the slightest inclination to defend present practices. It was universally recognized that teachers of teachers must realize that children and youth must be educated to think and live in an entirely new social, industrial and civic environment.

No one assumed that there could be an academic solution of the new problems of education.

No one expected to find a cure-all for the present complex problems of education.

No one indicated any doubt about the ultimate solution of the teaching conditions being faced now.

There was universal expectation that the leaders in teacher training today, especially leaders in state teacher training, will be the pioneers in the new education.

No aimless adventurers, seeking professional fame, got the floor at any time.

No one fanatically insisted upon anything whose usefulness was successfully challenged.

We had two days of high satisfaction in the presence of men and women who will surely find the right way to do the right thing at the right time.

I was especially prepared to enjoy these discussions, because I had preceded these two days by two weeks in some of the best State Teachers Colleges that I have ever known, scattered through several states in the South and West.

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ADMINISTRATIVE WOMEN

The National Council of Administrative Women in Education, Isobel L. Eckles, city superintendent, Santa Fe, New Mexico, president, is an important socio-professional women's organization.

For the sixty-three years that I have been associated with the National Education Association there has always been a woman's socio-professional group, of which this is the legitimate climax.

Mrs. Ella Flagg Young, in 1910, was the first woman who took herself as a serious pretender to the presidency, and she was forced into that position by the tragic folly of her opponents after the Boston meeting had assembled. That is the most interesting chapter in the history of the Association which has never been written.

Until Mrs. Young's presidency of the National Education Asso-

(Continued on Page 244)

Day-by-Day Gleanings

By MARY ELIZABETH O'CONNOR

THE possibility of six days in Washington at any time makes the heart of an American beat a little faster, but when you have added to the anticipation of familiar scenes revisited and the recalling of "the next time to Washington" spots, a bicentennial year of George Washington and a superintendents' meeting thrown in, you just close your ears to hard times, shut one eye on the balance in your check book, buy your ticket, and arrive. At least that is how most of us got there.

The Japanese quince and the forsythia came out to meet us, the crocus and the myrtle pushed up their heads and even the magnolia and the red bud peeked around the corner. Nature joined forces with President Broome to make it a delightful week.

Saturday

We arrived in time for the morning meeting of the National Council of Childhood Education envious of our more fortunate friends who sat in on the Friday meetings, but well repaid for the hurried night journey, for it landed us in one of the most heated discussions of the week. Professor Count's dependence on some sort of collective arrangement as the answer to our present economic and social difficulties; his assertion that the economic question must be disposed of before we can have social freedom; that public opinion must be controlled by a definite curriculum with a catechism for a lower fifty per cent. of the masses, were a challenge.

Professor Horne came on with his "Growth of Culture," backed by a line of historic illustrations showing that to his mind culture is a matter of group and individual development, and can never be successfully imposed on a people through any program.

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Professor Dewey, in presenting another alternative to Professor Count's plan, put forth his belief in a development through educational revolution of a social leadership which would still make for progress. One of our present difficulties is the lack of school freedom to ascertain and present the facts of the situation. Socialized individualism and leadership will, to his way of thinking, always hold a place in culture and social planning.

Professor Bode of Ohio in his mild way keenly questioned the selection and fashioning of tradition, and pointed out the close relation of serfdom and Communism, and the fact that success in collective mass progress of whatever variety in one country is no indication of its applicability to another of very different traditions or culture.

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Saturday afternoon opened the exhibits, and they were really good this year. Now when everybody is asked to give a dollar's worth for ninety cents you really have to "go some" to do business. Consequently the exhibits were never so attractive, more worthwhile goods were pushed to the front, and the commercial world in education was more businesslike and valuable than ever before.

Sunday

The vesper service opened with music by the Teachers' String Quintette of the Washington public schools, and later we were treated to a concert by the Hampton Institute Choir. President Rufus B. von KleinSmid of the University of Southern California gave the address; happy, but none the less serious and intense. "Where is the faith by which we were born, and what are we doing with it?" was his challenge. We must attack extreme and mounting costs, and if we could but be allowed to do our task we could cut costs. If the home would do its share we would get our first chance. Repetition on the part of the system and the teacher is a big mistake. Now is the time for reconsideration of the purpose and best function of the school. What are its spiritual objectives? We are all part of a great human family, and sharing which is ever necessary is extremely so just now. What each has he holds as a trust. That is the secret of democracy. Spiritual objectives, what part of our daily foreground in these days do they hold?

Monday

President Edwin C. Broome opened the meeting Monday morning to the music of the Navy Band. There is no band music like it in the world! Began this first real business meeting with an invocation of "hope and vision" by Rabbi Simon, president of Washington's Board of Education. "Hope and vision" was his message, and the topic of the meeting was "Moral Values in Education."

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Superintendent Threlkeld, reporting for the Year-Book Commission, stressed the fact that any teacher worthy of the name is character education, and that the emphasis is on self, not on situation.

Professor Freeman of Chicago in his talk from the psychologist's point of view called attention to the fact that there are no effective "get good quick"

schemes. Our salvation depends on a return to "First principles."

All kinds of individualism are rampant in our present age. The school can teach the value and necessity of co-operation. Social science can point to gains through group activity in industry, and school organization must be such that the pupil has a chance to practice co-operation.

Mrs. John K. Norton in her address, "Character Education and the Life of the School," gave a masterly talk. Character education is not a program to be put over, but an outcome of right living, and life is one situation after another, each with its possibilities for richer or poorer living. Environment is a tremendous ally, and buildings and grounds play no small part in joyous living and learning. "To learn what is true in order to do what is right is the summing up of the whole duty of man." The teacher who has understanding of the complexity of modern life with the courage to face its issues and faith in the possibilities of human personality will provide a school which is always a place for growth of which character education is the sum total; the outcome.

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Professor Judd delivered one of the most challenging addresses of the whole convention. Every sentence was weighted with dynamic thought. He opened with Washington's admonition to the people to "Promote, then, as an object of primary importance, the institution of the general diffusion of knowledge." The obligation rests upon each of us to do whatever is necessary to promote education in times such as these. In Russia and Italy and the ancient civilizations of storm-tossed, war-crippled Western Europe, they are opening new schools for the masses, giving ever increasing attention to education as the means of coping with the problems of organized society. When all the peoples of the earth are beginning to realize that a free universal education is the only sure guaranty of civilization, shall we falter and withdraw from an educational program which has been one of the characteristic features of our democracy? The economic crisis has made us realize that schools are inter-related with the other institutions of the general social order. The curriculum and methods of dealing with pupils in the school largely determine the conditions of life outside the schools. The schools, he pointed out, stand between a generation which is passing and one coming on. If the parent as taxpayer can be kept conscious of his duty as a parent then adequate support can be secured for our schools. In every part of this nation individual school leaders are struggling to meet as best they can an emergency which threatens the institutions they serve. Only through concerted action can they with candor and courage carry out the injunction of our great leader to promote education.

Tuesday

The first address was given by President Edwin C. Broome, in which he undertook to define the present crisis in its relation to education. Shall we continue to discharge our eternal debt to childhood and youth or shall we repudiate that debt, or declare a moratorium which will deprive the children of depression of the advantages which the children of prosperous times enjoyed? Prosperity has increased the demands put upon the schools; the high schools have increased six times as fast as the elementary schools; the curriculum has expanded for the education of the whole child, and buildings and equipment have had to keep pace. Now we face the clamor to reduce costs, and the schools must not bear the major sacrifice. Drastic reduction in school revenues is really a form of extravagance, piling up a deficit in the shape of ineffective citizenship, wasted human resources and lowered standards of health.

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Dr. George Strayer, in his forceful way, called for an aroused public opinion in support of education. We face the danger that we may not be able to maintain the gains which we have made, when, in reality, we should further develop education to meet the present social and economic situation.

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Superintendent Weglein of Baltimore suggested that school officials are compelled to study more closely than ever the validity of certain assumptions which have been taken for granted, the value of certain types of school organizations, the results of educational procedures, and many other items included in our complex educational system. Sound budgeting procedure is a great necessity just now, and that which may be advisable in one school system may have a totally different value in another. Hasty and ill-considered action may do great harm, and retrenchment should be conducted under careful auspices by people who are thoroughly trained and well experienced.

Wednesday

Wednesday is the high tide of the convention. Everybody is there for business Wednesday morning. The meetings and greetings of friends are a couple of days old, and now the man from Tennessee slips into the seat beside you with a serious: "Say, what are you getting out of this?" and Maine on the other side whispers: "A rather unusual meeting—don't you think?" Yes, by Wednesday morning everybody is checking up on the convention. How fitting, then, to have this program on "Education as a Source of Our Spiritual Life and Cultural Growth."

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Florence Hale, with her characteristic directness, plunged right into what she calls the "Intangi-

Photo by International. Courtesy of Boston Evening Transcript.

Who says shears are the only cutting implement an editor knows how to use? Here sits Dr. Winship, dividing the huge birthday cake presented by the National Council of Administrative Women. The First Lady, Mrs. Hoover, is laughing at the liberal size of the slice he cut for her. The Little Red Schoolhouse seems to be doomed. (You may see it on the Editor's desk when you call at Six Park Street, Boston.)

bles," and took her plunge from the school news of the nation's capital, where she found retrenchment in music and art is being considered, at least by the newspapers. In these days of noise and perplexity it is necessary to teach our children to build up resources within themselves—"cities of refuge" as Henry Turner Bailey used to call them. Music, art and literature are helps to which our minds turn for joy and consolation. It is even more true today than ever before that "man cannot live by bread alone," that spiritual values are more necessary if he is to come out of these days bigger than before.

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John H. Finley of the New York Times traced the beginnings of his love for literature to his prairie mother, and laid his claim as an educator to a one-room school on the plains of Illinois, where he did his first teaching. To him literature is but life become immortal. The aim of literature is freedom of soul and peace of mind. Can we afford to curtail these now?

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Lorado Taft came next with his message from the world of art, art which is the covenant by which the ideas of the people are carried on. How mildly he remarked that the chief concern of life seems its continuance! His experience with American boys in the War showed that in the midst of old-world beauty they were indifferent, bored. The talent in every school, in every community should be sought out and developed. Our pupils need to be taught to see the beauties around them. Only as they see the ideals and beautiful thoughts of other lands can we have a brotherhood of man among nations.

Thursday

Robert M. Hutchins, president of University of Chicago, made one of the finest addresses of the convention. He called for integration of effort on the part of all school people. If the school is crippled now it means the crippling of college later. Universities must defend the education system of which they are a part. We are caught in a hysteria of economy. We must cut out "frills" is the cry from many sides. Are salaries and the health of children "frills"? The schools are attacked because it is easier to get money from them than to correct civic ills. The school must teach that the state is an opportunity for service, and not a government on which to fatten. Confidence in the group is basic.

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At the close of the convention the following resolution was approved: "The welfare of the nation demands that the education of its youth shall not be

sacrificed. To this end we call the attention of education boards and all legislative bodies who find themselves confronted with the necessity for economy, to the imperative need for maintenance of instructional standards. Let economies be made in the material programs of government, but let America not falter in the training of her youth."

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Personalities—A Few

EDWIN C. BROOME

Last year I predicted that this man's meeting would be different. It was different. It was held in a most difficult year. It was a serious meeting yet a more friendly meeting, a meeting full of problems yet ever surrounded with spiritual and cultural stimulus. Like the man himself, it stood out clean-cut, calm, kind, and resourceful.

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FLORENCE HALE

Who shall say how far your philosophy of life is carrying up and down this land? You who know how folks feel, who have just the words they understand. With your turn of phrase, with your bit of poetry, your up-to-the-minute story, you strike right to the heart of things. You and your hearer sweep on together. On one Sunday afternoon, in one radio talk, you reach more people than other educators have reached in a lifetime. You reach them with a philosophy they understand. Who shall measure the greatness of your influence!

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CHARLES H. JUDD

"Courage and candor" are the words that describe this man. He is like a great banker, only a great banker controls a situation so far reaching that one wishes for the moment this man could control the economic school situation the same way, and then one wonders if maybe his power as a lecturer, a writer, a teacher isn't far greater.

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ISOBEL ECKLES

President of the National Council of Administrative Women in Education. You are quite as lovely and gracious as when we elected you last year. Who but you could have planned a luncheon for your association, a visit with the First Lady of the Land, and a birthday party for our beloved Dr. Winship, all rolled into one event.

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BOYD H. BODE

Kindly, clear, deep, and a bit retiring, you suggest a stream flowing on in the shadow and sunlight of early morning.

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JOSEPH ROSIER

For years I have watched this mild, resourceful, southern gentleman at every meeting of the N. E. A. What a lot he accomplishes! What perseverance and power he possesses under that calm, friendly exterior! I am watching and wondering.

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MRS. HERBERT HOOVER

She was the Guest of Honor at the Administrative Women's luncheon, and a most simple, charming guest she was. Her words of greeting were most gracious. We have every reason to be proud of our First Lady.

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JOHN H. BEVERIDGE

Nebraska must be a friendly place in which to live to produce such a man, and he always has a troup of Nebraskans with him, so it seems to be a case of being loved both at home and abroad.

MY IMPRESSIONS

By ALBERT E. WINSHIP

(Continued from Page 240)

ciation prominent women had preferred socio-professional distinction such as administrative women have in this organization today.

The luncheon of Administrative Women at the Willard Hotel on Wednesday afternoon, with Mrs. Herbert Hoover as honored guest, on which occasion I was the recipient of a birthday cake, as this was my eighty-seventh birthday, was one of the big events of the week.

As Isobel L. Eckles was not in attendance upon the occasion, Anne D. Halberg was in charge of affairs.

STATE TEACHERS COLLEGES

The State Teachers Colleges at their sessions February 18-20 were in the best condition and spirit of anything we were in contact with in Washington. Loyalty and progress were hand in hand in every session. Every one knew that changes were needed, and no one expected to profit individually from any modification. Their meetings this year were on the highest level of professional attainment that we have known in sixty-eight years.

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CALIFORNIA BREAKFAST

The California Breakfast has exceptional interest for me, and never more than in 1932. I have known education in California for fifty-seven years. The presidency of Superintendent J. M. Gwinn of San Francisco gives a classic atmosphere to a California breakfast, and this year the social, civic, national flavor which Mrs. Hoover gave the occasion was an added charm.

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STATE BREAKFASTS

The real attainment in education in the Washington affiliated groups was in the spirit of the state breakfasts. This was demonstrated at Washington as never before. We have watched the growth of state associations, and there has never developed any serious jealousy between any state association and the national organization.

The Teacher Training Group

By WILLIAM A. BALDWIN

THE American Association of Teachers Colleges held its meetings on Friday and Saturday, February 19 and 20, and settled down to business for both days and the intervening evening. The inevitable sight-seeing trips were planned for Sunday and Monday, and so did not interfere with the regular work of the meeting.

Texas to the Fore

The session was presided over by C. E. Evans, president of the San Marcos College of Education of Texas, who did his job exceedingly well. He began each session on time, held each speaker to his time in a firm but tactful way and refrained from making speeches himself. The Texans were pleasantly in evidence in Washington during this meeting.

Better Understanding of East and West

In writing of the Detroit meeting of last year I pictured the contrasting views of the Normal Schools and Colleges of Education of the Middle West and West as over against those of the East and South. This year there were evidences of a better understanding and of a desire for co-operation on the part of all. There has never been any but the most friendly feeling of either side toward the other, but there has been a decided difference of opinion between those who are academically minded and those who have been professionally minded.

On the one hand are those who advocate for every college of education student 80 per cent. of academic studies quite apart from the 20 per cent. of professional work. On the other hand are those who demand that all of the work shall be professionalized. They would not have less of academic work but they would have it so taught as to train the student in how to study and how to teach.

The Teacher Must Know How to Teach

Teachers who have thought about the matter know that their teaching has been greatly influenced by the way they were taught. It is claimed that a man who has specialized in physics and has won his doctor's degree in that subject is not thereby entitled to teach the subject in a teacher training institution. He must not only know his subject but he must know how to teach it.

Reasons for Standardization

It is claimed on the one hand that the Normal Schools of a few years ago were in very low repute among college men and that much of their so-called method work consisted of reviews of grammar school subjects and of learning devices of instruction. That to get sufficient support from state legislatures it was necessary to raise the scholastic standards so that the student might secure a large part of his college work at a Normal School near his home, then be transferred from that Normal School to a college of good standing with full credit. This necessitated the setting up of standards on the part of the Normal School and the changing of the name to Colleges of Education.

The Mission of Teacher Training Institutions

The professionally minded group has insisted that the Teacher Training Institutions of whatever name are and should remain professional schools. That they have a distinct and very honorable work to do. That they have nothing to gain and much to lose by aping the colleges and by increasing their numbers with students who have no intention of teaching. That the course should be lengthened and enriched but that always both instructor and instructed should keep in mind the fact that every student is preparing to teach. That both the subjects taught and the methods used should have this end in view. It is even being urged that: First, every candidate for admission shall be tested in every possible way as to his probable success as a teacher; and, second, that no student shall be granted a degree who has not proved his ability to teach in the training or experimental school.

To one who has been in regular attendance upon these meetings for several years all of the above was in evidence at this meeting. It was very largely devoted to the professional side, special attention being given to the importance of the Model and Training Schools as furnishing the central problems for faculty discussions.

The Future

It seems probable that the standards for Teacher Training Institutions will not be lowered, but that they will be modified and professionalized. That less stress will be laid upon the mechanical and more upon the spiritual. As one prominent Middle Westerner said: "We are now ready to emphasize quality rather than quantity."

The enthusiastic election of Harry A. Brown, president of Illinois State Normal University, Normal, Ill., to the presidency for the coming year seems auspicious. A man reared and trained in New England with several years of successful experience in charge of Colleges of Education of the Middle West seems likely to harmonize and to encourage the best from all parts of the country.

Some Outstanding Exhibits

FEATURING especially their new geography, "Our World Today," Allyn and Bacon had thirty representatives and twelve authors at the convention.

Refinements in their established lines and a central attraction of an upholstered school seat featured the American Seating Company exhibit. A new development of metal blackboard known as "Metalboard" was shown for the first time.

The American School of the Air, conducted by the Columbia Broadcasting System, showed a model classroom with radio installation.

Class rings, pins, cups, and trophies made up an interesting and attractive display of the L. G. Balfour Company.

Barnes and Noble had a general display of their school books and featured several new publications.

A large statue of Washington was the centre of interest in the attractive booth of P. P. Caproni & Brother.

A modernistic background of new blue and grey, with red upholstered furniture, made a delightful setting for the lighted, cut-out letters publicizing Compton's "New and Expanded Edition."

Denoyer-Geppert Company were showing their new actual relief wall maps, physically colored, and their new sixteen-inch political and physical globes.

Everyone stopped to look at the heavy chest containing 500 one-dollar bills which were offered by the Dudley Lock Corporation to anyone who could open even one of the Dudley locks which kept it securely fastened. (N. B.—The $500 were still there when the meeting closed.)

"General Business Science" and "Gregg Typewriter" competed for attention at the Gregg Publishing Company booth.

For thirty-six years the Holden Patent Book Cover Company has been exhibiting at N. E. A. meetings, and their book covers always attract attention.

Houghton Mifflin Company offered an interesting display of professional books and textbooks.

Iroquois Publishing Company emphasized "Beacon Lights of Literature," "English Exercises," and a new "Geography Series."

The Irwin Seating Company showed attractive kindergarten furniture in pastel colors.

Keystone View Company reported great interest in their Visual Readers and pupil-made lantern slide outfit.

Among Laidlaw Brothers exhibit were the "Art Appreciation Textbooks" and their new "Stanford Speller."

One of the busiest booths was that of the Linguaphone Institute of America, where their new language system was displayed.

G. & C. Merriam Company had a unique display of lists of words of disputed pronunciation which had been sent to noted people to determine pronunciation. Also an object lesson in dictionary making.

A great interest in safety in schools was shown by the amount of material distributed by the Education Division of the National Safety Council.

Featured by Thomas Nelson & Sons were "The Junior Masterpieces," a large-type edition with colored plates of library titles for Junior and Senior High Schools.

A new sight-saving map of the United States for lower elementary grades was shown by A. J. Nystrom & Company.

The Palmer Handwriting organization had on display thousands of books containing specimens of penmanship from primary and elementary schools, showing Palmer writing correlated with art, spelling, arithmetic and language.

Prentice-Hall, Inc., exhibited "First Lessons in Business Training" and "Extemporaneous Speaking."

W. F. Quarrie & Company featured their new twenty-two volume non-split letter edition of the new World Book Encyclopedia as well as their regular thirteen-volume edition.

RCA Victor's new Photophone Portable 16-mm. Sound-on-Film Projector was among the new developments.

The George L. Shuman Company made their entry into N. E. A. Exhibits through showing their "New Wonder Book."

Attractive open shelves displayed many new and popular publications of Silver, Burdett & Company, among them new High School texts.

L. C. Smith and Corona Typewriter Company were featuring Bulletin Caslon type for sight-saving classes, and primer type for elementary work.

Webster Publishing Company was featuring the new "Webster Readers."

Considerable interest was shown in Weedon's Modern Encyclopedia, a brand new reference work.

"Your Silhouette Free" was the slogan which attracted many visitors to the booth of the Wilson-Way School Photography Company.

John C. Winston Company's "New Silent Readers" drew much attention, as did the newly published "George Washington."

World Book Company had as one feature of display several instructional tests, a recent development in making tests more valuable in improving teaching.

A Few of the Addresses

JUSTIFICATION

By JAMES N. RULE
State Superintendent, Harrisburg, Pennsylvania

IF there is one word, more than another, that should be nailed over the doorway of every classroom in our Commonwealth, that word is "Justification." If we cannot justify our course content, our methods, or our organization and procedure in terms of benefits accruing to the children of the nation, we have no right to continue such practices.

We must justify every item in our educational budget, not only to ourselves in terms of its instructional outcomes, but also to the public in terms of its necessary and specific contributions to the civic, social and material progress of the Nation. The faith of our forefathers that the preservation and progressive development of our democratic institutions and ideals are dependent upon the maintenance of an efficient system of public schools can be justified and strengthened in terms of the results of the century of unparalleled progress that the nation has enjoyed. No other agency contributes more to both the producing and consuming power of our nation than does our system of public education. Dr. Arthur Morgan of Antioch College makes this clear in a significant paragraph as follows:—

"Universal education is the goose which lays the golden egg of national wealth. Our industry is born of it. An uneducated people could neither make nor use the great variety of goods America produces. We have not yet approached overproduction in education."

In the midst of the bitter disillusionments and disappointments and disasters of the economic and social depression that is upon us we hear the cry that Democracy has failed and a radical form of government should be created. The answer is that Democracy has never had a fair trial. Through influences and pressures exerted largely by the newspapers and by radio, Democracy is beginning to have a fair trial. Whether this new found Democracy will lea.. us to peace and a stabilized prosperity for all who are able and willing to pull at least their own weight in society will depend largely upon the cooperative efforts of home, school and church in developing a type of intelligent citizen who is willing to subordinate the narrow, rugged individualism characteristic of pioneer days to that enlightened unselfishness necessary to effective functioning of a Democracy in a highly specialized mechanized society.

One of the most effective instruments for creating good will between individuals, between communities and between nations is education. In these days when many old values are being destroyed almost overnight, the constructive processes of education are needed and should be made effective as never before.

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AIMS OF SUPERVISION

By BURTON P. FOWLER
Tower Hill School, Wilmington, Delaware

THE main object of supervision is to secure on the part of a whole teaching staff a co-operative and scientific attitude toward the solution of its educational problems. The old idea of a supervisor as a whip-cracker is out-of-date. What is needed in supervision is a very large amount of self-direction under expert guidance.

The outstanding problems of supervision at the high school level are: promoting the growth of boys and girls through the growth of teachers, investigating the materials and methods through which teachers achieve their purposes, and the means of evaluating supervision.

Successful supervision is bound to be revealed in school morale, in public confidence in the school, and in better forms of behavior on the part of its pupils.

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"PRAISE DAY"

By JOHN O. CHEWNING
Superintendent, Evansville, Indiana

WE have made it the chief aim of the public schools in Evansville during this year to attempt to develop the successful and happy personality of every child. To that end we have set aside one day in every month, and oftener if the principal so desires it, to be known as "Praise Day," at which time every child has the opportunity to publicly express commendation or praise of some other child in the schoolroom. The praise may be concerning some academic work or some item on his citizenship card, or anything about the child which another child thinks worthy of public commendation. This experiment has proved satisfactory in every way. It leads us to believe that there is not much danger of overdoing honest praise.

For the past three years we have been attempting to learn something about mental ill health and mental good health. We have learned the importance of adapting the work to the ability of the individual child, because we have learned how important it is for the child to learn the meaning of success. That is the reason for establishing a "Praise Day" in every school. It is a project to help the child celebrate his success. Teachers keep in mind the powerfully stimulating value that there is in praise. Of course, this must be honest praise, else it is mere flattery, and can do only harm.

One of the latest developments in Evansville is the linking up of

the school and the home through a citizenship card, which covers facing reality, self-control and kindness, which every child in the public schools takes home with him, secures ratings by his parents on the various citizenship points, and brings it back to school. Though we do not expect all parents to understand the meaning of all the terms, especially that of facing reality, nevertheless we hope that in a few years parents will come to understand the importance of the card. This is in accordance with our slogan, "Union of the school and the home in the interest of the child."

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UNFETTERING THE PRINCIPAL

By PAUL C. STETSON
Superintendent, Indianapolis, Indiana

NO school teacher or principal should be a "yes man" to the superintendent, and school men and women should not take themselves too seriously. Freedom to do independent thinking, to try experiments, and to carry out creative activities should be given principals by superintendents. A system of education which is alive and growing rarely flourishes in an organization which stifles initiative and kills originality in principals and teachers. Principals and teachers want guidance rather than dictation.

Every superintendent welcomes the fearless principal whose intellectual honesty will not allow him to agree with all that is planned, but whose sense of loyalty and professional spirit makes him willing, once he has expressed his convictions, to carry out plans he may not think are wise.

A school system which does not have an official to whom is delegated the responsibility for making final decisions would soon become so chaotic as to defeat its own ends. But in the fields of the materials of instruction, teaching technique, and classroom management, it is both possible and wise for superintendent and principals to allow a wide latitude in the procedures to be followed. This is true democracy in school administration.

• •

MARK HOPKINS'S LOG

By WILLIAM A. WETZEL
Principal, Trenton, New Jersey

GARFIELD'S definition of an ideal university never described teaching conditions in the public schools. The picture of the old woman who lived in a shoe more nearly portrays the correct situation.

The secondary school must accept the condition of mass instruction and still attain individual education. Out of the present economic depression may come not only forced economies but actual improvement in the results of teaching.

The program of secondary education needs a general overhauling. The following steps are recommended:—

I.—A clearer conception of the task to be accomplished, together with a fuller and more systematic organization of teaching materials.

No subject needs overhauling more than so-called English. So long as English teachers still record a composite rating which involves spelling, composition, reading and literature, they give evidence that they have not yet begun to think scientifically about their job.

II.—A more intelligent analysis of types of technique adapted to different tasks and an attempt to adjust class size to proper technique.

Here is virgin soil. We have assumed that there is such a thing as a "standard" class.

The proper technique of teaching will vary with the teachability of the group and with the nature of the task. Good readers can be taught in larger sections than poor readers. Classes considerably larger than "normal" may be efficiently managed in library work in history. Inspirational reading in literature does not suffer when the size of the ordinary class is trebled.

III.—A more general acceptance of Morrison's dictum to teach for mastery and a wider use of the objective test to determine what shall be retaught.

IV.—A more general use of the abler pupils in the remedial teaching program.

• •

LARGE CLASSES BETTER

By M. R. KEYWORTH
Superintendent, Hamtramck, Michigan

THE per capita cost of instruction in high schools is generally much higher than in the elementary or the junior high schools. During recent years the enormous increase in secondary school attendance and the comparatively high per capita cost of secondary school education have increased enormously the total cost of public schools.

The small class in the secondary school cannot, as a rule, in the light of present evidence or of sound educational objectives, be justified.

Theoretically the large class is preferable to the small class for the following reasons:—

(1) In a democracy individuals need to be trained to find solutions to problems and to achieve solutions through voluntary, intelligent, co-ordinated effort.

(2) Modern civilization has increased the size of groups, introduced new tools and agencies for group action and group influences, and created conditions which require new values, new major attitudes and new techniques in democratic mass action.

(3) The major problem of a democracy is to secure both liberty and unity, to preserve individualism in organized group activity, and training for this is provided better in the large, than in the small, class.

(4) At least from one point of view a valid obligation of a high school teacher is to make himself

unnecessary. The longer pupils remain in school the more they should be able to do for themselves and, hence, the larger classes should become.

There is no available evidence to justify the small class. In thirty-five published experiments examined, eleven showed an advantage in larger classes, twenty revealed no differences in results, while only four showed the smaller classes as being superior. In all of these experiments the only measurement was that of subject matter achievement.

The burden of proof must rest on the proponents of the small class because when other things are equal, the large class is to be preferred since it reduces the per capita cost of instruction.

• •

DUTY OF A NORMAL SCHOOL

By A. GRACE LIND
Principal, Johnson-Bancroft School, Washington, D. C.

THE principal of an elementary school occupies a position that is unique in its opportunity to pass judgment on the finished product of the teachers college. Experience helps him to weigh weaknesses and determine which are the earmarks of the novice and which are fundamental.

Academic preparation should include a survey of the major fields of human interest and facility in the use of source materials if the teacher is to keep pace with the youth of today in his familiarity with the modern scientific world.

Professional equipment should include educational history and philosophy, psychology, techniques of teaching, and a general survey of fields of teaching for specialization in one. The graduate must be conversant with highlights of modern education and much of its literature; she must know the terminology of her profession and be able to translate technical terms into simple language when required.

Practical preparation should include the maximum of real contact with children as they live through a whole day's experiences in the classroom.

The ideal teacher is a combination of scientist, artist, and cultured human being, and the function of the teachers college is both formative and selective. It must provide an enriching, cultural background for all, discover and develop latent possibilities in individuals, and encourage that spirit of open-mindedness which considers all claims but refuses to be stampeded by the herd. And, finally, it must select for the profession teachers who are fitted by nature and education to make possible the ideal school of the future, cosmopolitan in interests, homelike in atmosphere, friendly in human relationships.

We cannot overemphasize our dependence on the teachers colleges and normal schools to help us realize these goals.

• •

EDUCATION FOR A CHANGING WORLD

By DAVID SNEDDEN
Professor of Education, Teachers College, Columbia University

WE spend more dollars on public schools, we have more of our youth in high schools and colleges, than all the rest of the world together. We have higher limits of compulsory school attendance, we have more commodious school buildings for our youth than have any other people. Quantitatively, we have gone far.

But there are many reasons why we should have a "divine discontent" with the qualities of the educations we offer in our rich and complicated systems from kindergarten to college. The actual achievements of our millions of learners—in personal cultures, in civic ideals, in vocational competencies, in moralities, in health conservations—seem to fall sadly short of popular and popularized expectations.

Within recent years we have painfully evolved some fairly good trade schools for the old-fashioned trades—but now many of these handicraft trades are being subdivided and specialized out of all semblance to the old by new machineries and large scale productions. Perhaps our older types of high school and liberal college educations lifted to fairly high levels of cultural and civic competency the intellectually gifted ones of former generations—but they are sadly lacking as agencies to produce the higher levels of either personal culture or well socialized ideals needed and practicable in our day.

What of the future, then, as regards improved qualities of education for our changing world? The future is most promising for these reasons:—

1. For the first time in history we have splendid prospects for scientifically-based rather than custom-based curricula for our schools. Scores of colleges are experimenting with highly modernized innovations. Many cities are strenuously reorganizing their courses. But, perhaps of most importance in scores, if not hundreds, of universities and other teacher-training institutions much research into sources, conditions and possibilities of better, more functional, educations is being pushed ahead.

2. The social sciences, through surveys, researches, and other means, are also contributing vast resources of scientific materials which will presently serve to guide educators in discovering the best school offerings through which best to fit our youth for the complexities and the shiftings of present-day civilization. American families are rapidly diminishing in size. It is a safe inference that parental ambitions for their children are at least proportionately increasing. The wishes, the demands, the heightened sensitiveness of these parents are themselves one excellent guarantee that educators will be forced, where they will not lead, towards education better adapted to the modern world.

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Power Development

RHYTHM

LAST week we considered, in a sketchy manner it is true, the possibility of developing, particularly in the primary child, the power of visualization which he brings to school with him in an undeveloped state. We indicated there that the second great power to be considered would be that of RHYTHM.

There is a definite reason for indicating the power of visualization as the first great power, because it is essentially related to the physical senses which form not only the basis of its original development, but gateways through which all subsequent development must enter. Thus it becomes in a sense the fundamental power in the physical field.

To my mind the whole content of life may be divided into four great fields—the physical, the emotional, the intellectual, and the spiritual. In the emotional field, rhythm may be indicated as the fundamental power.

It may be well at this point to call attention to the fact that while each one of these great powers particularly belongs to a division of the great progressive scheme of life, nevertheless it operates necessarily in the three others; thus, for instance, while this law of RHYTHM is peculiarly the law of the emotional division, it manifests itself in distinctive ways in the physical, the intellectual and the spiritual.

Once our attention is called to this power, examples of its operation multiply themselves to infinity. We see, in the physical, the rhythm of the growing plant, the progression of the seasons, the movement of the earth upon its axis, the rotation of the stars; we find rhythm the foundation of all expression, the carrier of sound, the provider of light, the producer of all that greets us through our senses on our entrance into life. Everywhere in the physical world rhythm is present, without it chaos and disaster.

As we proceed upward into the emotional phase we find again a higher rhythm proceeding into the beauty of the flower on into the song of the bird; we find love in a lower order budding from it. We find the growth of a desire on the part of even lower creatures such as the ant and the bee to vibrate in unison in great co-operative community efforts.

It is in the emotional field that we begin to understand the vital and dominant fact that while rhythm is in itself an individual matter it merges into harmony when it finds itself in unison with the rhythm of other things about it. As regards man in the emotional field, the vast influence of rhythm is, of course, instantly apparent. To vibrate in a plane peculiarly one's own is to be a discordant element in society. To vibrate in unison with one's fellows is to be a distinct agent in law enforcement; to vibrate in unison with the natural laws is to retain one's health, strength and vitality; to vibrate in unison with the great Divine laws is to be blessed of the Father.

When we come to the intellectual field the influence of rhythm is not difficult to detect. An analysis reveals at once that he of the great understanding and the great objective is the one whose thinking processes are vibrating in unison with the great fundamental verities. To vibrate otherwise is to produce abnormality, to be the means and the conveyance of falsehood and error, and no matter what the intention of a given person may be, the rhythmic nature of his thinking in harmony with truth determines the ultimate value of his contribution.

I have spoken thus at length about this matter of rhythm merely to indicate the far-reaching influence of this major power, and certainly if the child possesses the rudiments of a power of such magnitude it becomes the duty of any educational system to find means of developing it to as great a degree as possible. Nowhere can this be better done than in the primary grades where the child is alive with the beginnings of rhythmic expression, where his whole nature cries out for the development of this great power.

Who has not watched the keen enjoyment that the infant, in his mother's arms, takes in any form of rhythmic expression? Who has not noted the desire of the young child for repetition whether it be in music, story or game, and it is along the lines of these three approaches that the primary school can be most effective in this field. Music, story and play form the three great usable means at our command.

In order that this conference may not be too philosophic in its approach, let me suggest a few

very simple, yet practical applications for the first grade. Exercises for the other grades grow, of course, in complexity, but should be developed up to and including the eighth grade.

Standing before the class, beat a simple rhythm, 1, 2, 3—1, 2, 3. Ask the children to beat with you, repeating this simple exercise day by day at a definite time until the children are able to give a perfect accompaniment. As power develops, increase the complexity of this exercise.

Place a straight line upon the board. At a given time each day ask the children, one after another, to try to draw, free hand, a line parallel to yours. Keep this up until there has been a distinct growth. Proceed then to more complex forms, the square, the circle, etc.

In the teaching of every music lesson emphasize the rhythmic elements involved. Teach the following verse, to be almost sung by the children in low-toned, harmonious manner, allowing them to get joy from the swing and movement of the exercise.

Jimmie was a clean boy,
As neat as he could be.
Once he had a picnic
Under an oak tree.
Jimmie picked the papers up,
Banana skin and lily cup,
He found at least a thirty
Which someone threw away.
He said the flowers and bumblebee,
The pretty leaves upon the tree
Were all as clean as clean could be,
Why should a boy be dirty?

Joyful participation should be the goal of all rhythmic power development schemes. Simple steps, arm movements, head movements, are of distinct value in teaching children to co-operate and work harmoniously one with the other. The important thing is to see that the rhythmic exercises have a definite place in your schedule whatever they may be and that they are repeated consistently day after day in their own rhythm and that they are so introduced and so repeated for the purpose of *rhythmic power development* only. In other words, it is important that the attention of the teacher be focused on a definite *power* objective as distinct from any reading or other objective.

The next Workshop Conference will be on the third great power, that of IMAGINATION.

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Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Before "Books" in the Morning

WHEN I was a lad in the country school of Little Cove, Franklin County, Pa., we used the word "books" in a way hardly familiar to the average person. It meant the time of opening school in the morning. "Books! Books!" we said with pain when the bell rang to call us from the hill down which we coasted or from the old creek whose ice tempted us to linger.

As I search my memories, I find that some of the happiest minutes of my school days came before books. We went to school early just to play outside or to visit together in the schoolhouse. We also liked to talk with the teacher. I remember one, Charley McCullough—bless his soul!—who always had time to talk to us and to help us with our arithmetic or history or geography before "books." Sometimes he would tell us about interesting things he had read in the newspaper. Sometimes he would also tell us jokes.

Since then I have seen a great many schoolrooms in different parts of the country. In only a few have I observed school children finding in the minutes before books what I found when I was a school child. From all I can gather, such before-books-minutes are not supposed to exist in the average schoolroom. School opens at 8 or 8.30 or 9. Pupils are supposed not to appear in their rooms before that time. As a rule, they are not allowed to enter the school building until then. I never can avoid riotous feelings when I see school children waiting outside a locked schoolhouse door.

With the big playground for days that are fair and the large gymnasium for days that are unfit, one wonders where the leadership for real education has been hidden at such times.

What about the teachers in the respective rooms? If they are there several minutes early, they probably are busy preparing the work for the day. When the children are allowed to enter their respective classrooms they must enter as if after "books." It is not a place for them to visit, to exchange personal experiences with one another, or to talk with the teacher as a human being who is interested in their sacred personality.

As a rule, the child entering his classroom before "books" is supposed to take his seat quietly so as not to disturb the teacher, and to go to work quietly. To effect the best quietness there may be special problems in arithmetic on the board which he must work and hand in to the teacher. This she almost never examines, but sometimes chucks into the waste basket right before his eyes. The purpose of the work was to keep him quiet. It is known by the touching name "Bell Work."

Happily I have visited some schoolrooms where the baneful bell work practice was unknown, where children were welcomed early in the morning, where they assembled to talk about certain enterprises several were carrying-ing on together, where a number of them worked together on some outside promotion, where some freely visited, and where the teacher was one among them, whose company they seemed entirely to enjoy.

I have a notion that the minutes of the morning before school are the rarest of the day for genuine education, and that the teacher who has a vision of her opportunities to cultivate a healthy, happy atmosphere in her classroom where children are treated as individuals with sacred personalities, will do more for her children in a few minutes then than in several hours of final school work. It is at such times when a teacher puts human touches in her teaching service, when she is least like a machine, and her pupils most dissimilar to robots!

There is no school age or school grade for which the morning minutes offer peculiar opportunities. For the home-room teacher of the senior high school, as well as for the first grade teacher, are these minutes in the morning before "books" locked up with rich possibilities. The teacher who makes most of such opportunities does not keep her eyes too closely on the clock nor fear that she will do more work than she is paid for. Instead she will be imbued with the spirit of the Great Teacher, who said: "If a man compel thee to go a mile go with him twain." Some teachers have made themselves immortal on the second mile.

There is no better way to comprehend the inadequacies and the defects of American education than to compare what we have done with the hopes we have held for service to civilization.
—Henry Suzzallo.

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Everyteacher

By ANSON W. BELDING

The Slow Boys

Dear Mr. Belding: There is something that has been going through my mind very persistently. Many years ago, when I was a cub in teaching, I heard a speaker in some educational gathering say: "Teacher, be good to the slow boy. You may need his assistance some day." The first part of that bit of advice stuck in my mind, and all these years I have had a soft spot in my heart for the boy or girl who finds school work difficult. Somehow, I always feel a stab when one of them gets discouraged and falls by the wayside. I am thinking of a fellow who just couldn't get anywhere in his studies seemingly. But he just kept plugging. Finally he did get through high school and went to college. A dozen years ago he was one of the outstanding football heroes of the day, and for some years has been the general superintendent of a division on one of the leading railroads of the country. A year or two ago I went back to the village where I taught my first school. I found the worst boy I had there one of the leading citizens, and at the head of the School Board, while another of the kids of the old days was cashier of the bank.

And so it goes. Among the greatest satisfactions in my reminiscences are these cases where I refused to be discouraged by the seemingly barren soil on which the seed was falling.

But what a joy it is to think of these potential failures, and to know that they have been transmuted into successes just by sticking to it. What a satisfaction to feel that one has had a hand in the "chirking up" process; has, perhaps, given the needed shove from behind when the vehicle has all but stuck in the mud of discouragement!

Sincerely,
Henry W. Saxe.
Superintendent
New Canaan, Connecticut.

Thank you, Mr. Saxe. Your letter will bring encouragement, and perhaps patience, to younger teachers who must take these things on faith as yet.

• •

Brain Thrills

YOUNG people today are asking for thrills. Give them the thrill of using their minds.

The average person, for some reason or other, is lazy-minded. Reasoning powers are not exercised. Thinking is regarded as hard work. So the job is delegated to the few who are willing to do it.

The teacher must be a thinker, if he would make others think. He must have felt the thrill of triumph that comes from the independent solution of a difficult problem. The teacher who relies upon canned thoughts to supply the materials of instruction will not inspire the learner with zeal for original work of an intellectual sort.

We are rapidly passing out of the era when education was confused with rote learning. No longer do we aim at producing trained parrots.

• •

Tests Detested

I WONDER if teachers don't dread examinations quite as much as their students do. There are questions to be prepared—or, worse yet, questions chosen by some one else have to be encountered. There are papers to be read and marked. And there are disappointing results to be faced.

Examinations have their value and their place. They are first-rate revealers of the weak spots in the teacher's own work. They do not so truly reflect the status of the individuals taking the examination. Some students are scared by tests and do their very worst with them. Others are challenged to do their best, or have a knack of scoring higher than they deserve.

Periodic testing is good exercise for all concerned, provided the markings are not taken too seriously.

• •

Times Demand Courage

THOUSANDS of teachers have been hit by the depression. Many have had cuts in salary. Many have gone without income for months at a time. Some have lost money in bank failures.

How have these misfortunes affected the tone and quality of their teaching?

Have the afflicted teachers become sour on society? Do they preach pessimism and hatred to their classes?

From what I can discover, the majority of teachers are achieving a spiritual victory. They are dispensing cheer and courage to young folks whose homes are anything but cheerful. Some teachers are gaining an understanding and a sympathy which make for better teaching.

These are trying times. The influence of teachers in such an epoch will be far reaching.

• •

It looks as if this page had "started something." The response so far received is gratifying. Don't forget YOU *were going to send a thought, or an experience, to share with others.*

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11.00 A. M. *Musical Alphabet.

3.45 P. M. Wells College Glee Club. From Syracuse.

4.30 P.M. National Student Federation of America Program.

6.00 P. M. *Current Events, H. V. Kaltenborn.

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Tuesday, March 22

11.15 A. M. *Stories of the Living Great, Lily Pons.

11.30 A. M. Current Questions before Congress, Senator Arthur Capper.

3.30 P. M. *Musical Americana, Colin O'More, tenor.

4.00 P. M. Anti-Air Pollution Campaign Broadcast.

11.00 P. M. *Toscha Seidel, Violinist, with Concert Orchestra.

Wednesday, March 23

5.15 P. M. *"Bill Schudt's Going to Press," Synchronized with Television on W2XAB.

10.15 P. M. Adventures in Health, Dr. Herman N. Bundesen.

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Thursday, March 24

10.00 A. M. *Dr. Royal S. Copeland's Health Talk.

11.30 A. M. *New York Medical Society.

1.00 P. M. Myron C. Taylor Speech before Boston Chamber of Commerce.

5.15 P.M. Dr. Howard W. Haggard, "Robert Koch, Discoverer of the Tubercle Bacillus."

8.45 P. M. *Angelo Patri, "Your Child."

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Friday, March 25

3.45 P. M. *Columbia Educational Features. "The Conquest of Diphtheria," Dr. A. W. Frieman.

10.15 P. M. *Adventures in Health, Dr. Herman N. Bundensen.

11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Saturday, March 26

4.00 P. M. University of Pennsylvania-McGill University Debate, "Resolved, that the Foreign Policy of the United States Is Retarding Disarmament."

7.00 P. M. *"The Political Situation in Washington Tonight," George R. Holmes.

10.15. P. M. *Columbia Public Affairs Institute.

AMERICAN SCHOOL OF THE AIR

2.30 P. M. Eastern Standard Time.

March 21. Eric the Red (History drama).

March 22. Italy, Home of Art and Song. Music typical of the country, and Travel Talk by Huger Elliott, Educational Director, Metropolitan Museum of Art.

March 23. "What is Poetry" (Mr. Markham will speak on this program).

March 24. Fairies, Elves and Giants (Primary music program).

2.45. "Rumpelstilzken" (Children's play).

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, March 21

11.00 A. M.*Sonata Recital, WEAF.

12.15 P. M. *The Real George Washington, WEAF.

2.00 P. M. Health Talks, Dr. Ira S. Wile, "Behavior Problems." March 28, Dr. Haven Emerson, "Disease Prevention."

2.30 P. M. Current Events, Mrs. Nancy Cox-McCormack, "Ghandi." March 28, Mrs. Gladys M. Petch, "London Chimes In."

3.00 P. M. *U. S. Marine Band, WJZ.

Tuesday, March 22

9.00 A. M. *Morning Glee Club, WEAF.

11.30 A. M. *High School Band and Orchestra, WEAF.

12.15 P. M. *The Real George Washington, WEAF.

8.00 P. M. *Music in the Air, WJZ.

3.45 P. M. *U. S. Army Band, WJZ.

4.00 P. M. Magic of Speech, Henrietta Prentiss. March 29, Diction and Dictionaries. Vida Sutton. WEAF.

4.15 P. M. *Mormon Tabernacle Choir and Organ, WJZ.

4.45 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.

7.45 P. M. Back of the News, WJZ.

Wednesday, March 23

9.00 A. M. *Morning Glee Club, WEAF.

12.15 P. M. *The Real George Washington, WEAF.

3.15 P. M. Explorers, Auspices of Y. M. C. A., Captain G. F. Shearwood. March 30, Sherwood Eddy, WJZ.

4.30 P. M. *Eastman School Symphony Orchestra, WJZ.

6.00 P. M. *Music Treasure Box, Pierre Key, WJZ.

10.30 P. M. *NBC Artists Service, WEAF.

Thursday, March 24

9.00 A. M. *Morning Glee Club, WEAF.

12.15 P. M. *The Real George Washington, WEAF.

12.30 P. M. *National Farm and Home Hour, WJZ.

2.00 P. M. *Salon Singers, WEAF.

3.15 P. M. Prominent Authors, Amelia Earhart. March 31, Ward Greene, WJZ.

4.15 P. M. *U. S. Navy Band, WJZ.

Friday, March 25

9.00 A. M. Ballad Singers, April 1, Vocal Art Quartet, WEAF.

11.00 A. M. *NBC Music Appreciation Hour, Walter Damrosch con-

(Continued on Page 262)

* Features marked with a star will be on the air the same day and hour the following week.

The News Digest

Hoover Opposes Cuts in School Appropriation

WASHINGTON.—A message from President Hoover stating that "the very first obligation upon the national resources is the undiminished financial support of the public schools," was received by the Department of Superintendence of the National Education Association shortly before it closed its annual convention here.

Armed with this weapon to fight their local battles, school heads from all parts of the country, whose convention was publicly described as marked "by an undercurrent of fear and worry over financial matters," hopefully turned their faces homeward.

The President's letter, addressed to Milton C. Potter, new head of the department, read as follows:—

"I congratulate the Department of Superintendence of the National Education Association most cordially upon the success of its conference just closing in Washington; and the nation upon the inspiration in the high service of education that flows out to the country from its deliberations.

"These serve again to remind our people that, however the national economy may vary or whatever fiscal adjustments may need to be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We cannot afford to lose any ground in education. That is neither economy nor good government.

"Yours faithfully,
"HERBERT HOOVER."

Attempt to Add Teachers Fails

BOSTON.—The plan to add 100 temporary teachers to the Boston school system as an unemployment relief measure was killed by the Boston school committee. An order to increase the teaching force by reducing pupil quotas in elementary grades was also rejected. The board of superintendents of the school system reported unfavorably on the orders because they found them "financially impossible." The school committee, which is attempting to cut its budget by $1,000,000, concurred.

SCHOOLS PROGRESS IN LEAN YEARS

Records of the Severe Depressions of the Past Show Education Keeping Up Its Advance

CHAPEL HILL, N. C.—"The American people," declares Edgar W. Knight, professor of education, University of North Carolina, "have established a tradition of passing through depressions with their faith in education undiminished."

Whether that tradition will be maintained fully this time, we cannot know, Professor Knight asserts, until after the crisis is over and comparable statistics have been collected, but a look at the past gives ground for hope. There have been a dozen well-marked economic crises or "temporary dislocations" in the last century, he points out, every one of them accompanied by a curtailment of production, falling prices, unemployment and so on. Yet in the major slumps education made distinct gains, he claims.

"The crisis of 1837," Professor Knight continued, "is generally considered to have been particularly severe. It continued into the early or middle 40s. Educational statistics for the '30s and '40s comparable with those of today are lacking, but it is clear that this period witnessed a most remarkable educational awakening.

"Almost everywhere educational interest and effort enlarged. The most conspicuous revival appeared in New England. Horace Mann and his coworkers stirred Massachusetts deeply in behalf of education. Henry Barnard and his associates were performing similar services in Rhode Island and Connecticut.

"For the depression of 1873 there are records to show the growth of educational interest and effort. Attendance increased from 4,745,000 in that year to 5,291,000, three years later, while expenditures for schools rose from $76,238,000 to $83,083,000—although a slight lag appeared in expenditures toward the end of the depression. The general trend of the period may be seen in the increase in value of all school property, which stood at $130,000,000 in 1870, and reached $192,000,000 in 1875. The average school term also was steadily increased from 129.1 days in 1873 to 132 in 1878.

"We have a similar record of progress for the lean years that followed 1893. The attendance, which was 8,837,000 in that year, had increased to 9,549,000 in 1895, to 10,356,000 in 1898. Expenditures grew from $164,171,000 to $194,293,000 in the same years, and school property and the length of the school term likewise increased.

"This period is notable for the widespread efforts to improve teaching. Normal schools were established and plans for certificating teachers were made. Even retirement arrangements for teachers were considered and some actually made. It was a period, too, which saw increased attention paid

Ocean Voyages On Installment Plan Proposed

BOSTON.—Trips to Europe may be paid for after they are taken under a deferred-payment plan announced by the Cunard Steamship Company. The Cunard Line's plan, which is the first of its kind to be adopted by a steamship company, calls for a twenty-five per cent. down payment before sailing and monthly installments after the trip is taken.

The plan becomes effective immediately, and the 8,000 agents of the company have been supplied with complete information. It will be carried out in conjunction with the Morris Plan. In most cases, according to the company, no co-makers or indorsers will be required. The interest charge will be six per cent a year. The arrangement with the Morris Plan provides that the minimum loan shall be $104, and the maximum $536. Payments may be made over periods from four to twelve months.

It was pointed out that the minimum down payment of twenty-five per cent. for round trip accommodations to Europe could be as little as $34, the balance to be paid at less than $10 a month.

In its announcement, the company points out that the Cunard and Anchor lines have felt the depression and that the new plan is "hailed as the panacea for the ills from which the shipping industry has been suffering for the past two years." This is said to be the first time a large scale financing project has been applied to such an "intangible" commodity as an ocean trip.

to some of the more modern developments in education.

"In 1907, when another depression began, still more progress was recorded. The school term increased from 151.8 days to 155.3 in 1909, and attendance and school expenditures made sizable gains. Even the South, where following the Civil War recuperation and reconstruction had naturally been slow, was the scene of an important and widespread educational awakening in this depression, largely through the Conference for Education in the South. At this time, in fact, the spread into the South of many of the developments made earlier in other parts of the country helped notably to reduce the unevenness in the growth of our educational structure.

HIGH SCHOOL PAPERS ENJOYED BY PUPILS

CHICAGO.—To the outsider who happens to lay hands on a high school publication its contents may appear stupid and fruitless. However, to the students in high school the school organ is of prime significance.

In many high schools these publications are issued weekly, summarizing the local news and activities. The front page is generally given over to important news, athletic reports and other live topics. Club news, jokes and announcements are to be found throughout the rest of the issue.

However, it is not the paper itself that interests the student so much as the publication office. In some schools it may occupy a prominent site in the building; in others, an empty classroom may do, but in general a small room set off in a corner of the school serves the purpose. Here pandemonium prevails. The office is always busy. Students scurry in and out. It is the sanctuary of the editors and the news gatherers. Between periods, during lunch hours, after and before school hours, these bustling young journalists sacrifice their time in the cause of the school edition.

Lund Will Head Newton Schools

NEWTON, Mass.—John Lund, who for the last seven years has headed the schools of Norwalk, Connecticut, has been named superintendent of schools in Newton, according to an announcement by George H. Tracy, chairman of the Newton School Committee. He will succeed, September 1, Superintendent Ulysses G. Wheeler, who after eighteen years of service has reached the retirement age of sixty-five. The choice was made at an executive session of the school committee. Mr. Lund was born in Worcester forty-one years ago. He was graduated from Clark University in 1913, and a year later received his M. A. degree from the Teachers' College at Columbia University. Subsequently he took special courses in education at Yale. He taught at the Suffield School, Suffield, Connecticut, and at the Sidney Lanier School, Eliot, Maine, prior to his appointment as principal of Central High School in Bridgeport, Connecticut. He later served as superintendent of schools in Derby, Winstead and Wallingford, Connecticut.

New Code For Prussian Students

BERLIN.—The ministry of education has drafted a new disciplinary law for the governance of students of all universities and technical and other colleges in Prussia to supersede the antiquated statute in force since 1879, and to furnish a more up-to-date and efficient instrument for academic discipline. The preamble of the law says its object is to "maintain order, morals and honor among students and to protect the freedom of teaching and learning." Under the new law proceedings against an offending student may be instituted at the instance of the university rector or the ministry of education, the university's counselor acting as a preliminary examiner and prosecuting attorney. The trial court is the full university senate or a disciplinary committee appointed by it for three years, which must be composed of the rector and not fewer than four professors, and the accused student may be defended at his trial by a professor. Appeal from the disciplinary court's verdict lies with a newly created appeal board constituted of a representative of the ministry of education and two professors, of whom one must be drawn from the university at which the trial took place, while the other must be a member of the law faculty of Berlin University—every such professor under the German system being eligible to a regular justiceship.

Wesleyan Unaffected By Present Slump

MIDDLETOWN, Conn.—The business depression has not had a marked effect at Wesleyan University, Dr. James L. McConaughy, president, told alumni recently. He said that larger gifts for current income had been received this year than in any recent year, and that instead of decreasing professors' salaries, increases totaling $25,000 would be made. The faculty and student body are the largest in the history of the university. However, about one-third of the undergraduates have applied for scholarships and loans. Dr. McConaughy said $200,000 was expended for buildings in 1931, and the endowment was increased more than $150,000. The expenditures in 1931 were greater than the previous year and the total income was decreased by less than $3,000.

SCHOOL OF THE AIR

Boston Plans to Have Teachers Broadcast Programs

BOSTON.—A "School of the Air" in Boston with the public school system co-operating with broadcasts given by teachers each day, is the result of a decision by the Boston school committee at a recent special meeting. The order for the school was sponsored by Dr. Charles E. Mackey of South Boston, a member of the committee.

The announcement of the favorable decision by the committee, which followed a ruling given by Corporation Counsel Samuel Silverman, came from Lawrence Flynn, representative of John Shepard, 3d, who will donate the time on Station WNAC each day.

Considered a great pioneering step in education, the broadcasts arranged by the school department will emphasize the many ways in which parents can co-operate with children to bring better health to pupils, help children unable to go to school, and will be so arranged that adults can gain something from the daily broadcasts.

The school committee's decision was taken with the knowledge that the broadcasts would not cost the city a cent.

Radio time to the extent of thirty minutes daily will be offered the school system free of charge.

Changes in Enrollment Taking Place in Colleges

ANN ARBOR, Mich.—An indication of what is happening on college campuses is contained in enrollment figures of the University of Michigan. Students in residence at the beginning of the year numbered 9,079, a decline of about three per cent. from 1931. The largest decrease was noted in the College of Literature, Science and the Arts. However, there was an increase of fifteen per cent. in the enrollment at the Graduate School, explained by the fact that recent alumni, being without work, prefer to continue their education rather than live in idleness.

Spiritualists to Train Mediums in Colleges

ST. PAUL, Minn.—Spiritualism is going collegiate. That's what Mrs. Bertha Friedrich, of Chicago, said in addressing the State Spiritualists' Association. The first step was establishment of a special educational institution at Whitewater, Wisconsin. "College trained mediums will place spiritualism in its proper place in the world," she asserted. "The course is a four-year one, and its purpose is to develop and unfold the spiritual gift."

CZECHS AID SCHOOLS

No Effort is Being Spared in Building Prestige

PRAGUE, Czechoslovakia. — The young Republic of Czechoslovakia fully realizes that its history is yet to be made, and, accordingly, it is sparing no effort to give to its rising generation the best educational opportunities possible.

Unlike several of its neighbors who, hard pressed, have been compelled to curtail their educational budgets, Czechoslovakia, although not unscathed by economic difficulties, has been steadily increasing its expenditure under this heading. This has grown from $28,670,000 in 1930 to $30,317,000 in 1931, and the budget estimate for education for 1932 is still greater, amounting to $30,426,000. Practically the whole of this increase is to be spent on new elementary schools.

Prague is proud of the high standard of scholarship maintained by its university, the oldest in central Europe. Besides this ancient college, Czechoslovakia possesses fifteen institutions of university rank, all supplementing each other in such a way as to meet every educational demand. The Republic has also a chain of scientific institutions and libraries, the principal of which, in Prague, contains some 750,000 volumes.

Czechoslovaks are keen students of languages, English being especially popular. All the country over there are English classes attended by thousands of adults. The standard of proficiency attained by the students is high.

Somerville Teachers May Give Day's Salary

SOMERVILLE, Mass.—Somerville school teachers formally discussed recently Mayor Murphy's plan that they contribute one day's salary each month during 1932 to the public welfare department, and, although opposition developed, they appointed a committee to make a study of the suggestion and report at a later date.

Vermont School Will Celebrate Centenary

TOWNSEND, Vt. — Alumni and friends of Leland and Gray seminary, established here under a state charter in 1834, are preparing to celebrate the school's one-hundredth anniversary two years hence. The celebration will include an appeal for such increase of endowment as shall enable the institution to resume its independent status and continue its fine tradition of educational service. For several years the seminary has been conducted as part of the public school system, but the community is sparsely settled and feels the support of this secondary school to be more of a load than it is able to carry. Leland and Gray has more than a hundred students in its four-year high school, and also furnishes instruction to two lower grades. The school maintains excellent scholastic standing, and provides the only instruction accessible to the young people of this vicinity. Superintendent G. W. Powers, who resides at Cambridgeport, Vermont, is actively interested in the movement to secure substantial additions to the endowment funds of Leland and Gray, that it may again function as a private academy.

Nautical Academy Offers Mail Courses

WASHINGTON. — In order to interest the boys and young men of America in the advantages offered by the United States Merchant Marine as a career, boys between the ages of ten and twenty-one years, who send in their application to the American Nautical Academy, Washington, D. C., National Training School for Merchant Marine Officers, will be given a course in nautical instruction in their own home by mail. There is no tuition charge for any of the courses offered by the Academy. Examinations will be held at stated intervals and students receiving a certain grade are eligible to compete for the annual awards offered by the Academy. Students who pass their first examination are enrolled on the records of the Academy as "Apprentice Nautical Cadets," and may wear the uniform and insignia of the Academy. Cadets who complete the course with a passing grade are awarded an Academy Certificate.

School-Term Cut Forced

CHICAGO.—The Hammond (Ind.) School Board has voted to close the city schools a month earlier this year because its funds are exhausted. The schools will close on May 15, giving 13,000 pupils another month of summer vacation. The failure of Hammond banks and deficiency of tax collections were blamed for the closing order. Teachers are to be paid in full to the date of the closing.

Scandinavian Studied By Minneapolis Pupils

MINNEAPOLIS, Minn.—The Norwegian and Swedish languages and literatures have both been taught in the public schools of Minneapolis since long before the World War. The present enrollment in these classes in the city's four high schools is as high as 851 pupils, which would seem to indicate that the interest of their forefathers' culture is being maintained by Scandinavian youth even in the third and fourth generations.

HOBBY SHOP ERECTED BY STUDENTS' HANDS

CAMBRIDGE, Mass.—Red-cheeked girls and husky boys have been swinging axes, pounding nails, sawing wood and planing boards at the Cambridge School in Kendal Green to complete a hobby shop as part of their progressive educational training. The active students work under the supervision of Alfred Hulst, instructor in hobbies and mechanical engineering at the school.

The hobby shop, which will be used by students interested in many kinds of hobbies such as ship modeling, radio construction and boat-building, has not cost the school one penny for labor. Even to the fireplace, the entire work of building the shop has been done by the boys and girls of the school, whose ages range from fourteen to twenty. The plans, too, were worked out by the mechanical drawing students and thus the expense of an architect was saved.

Mr. Hulst reports that the students displayed exceptional ability and interest in building the hobby shop. From the first pouring of the foundation cement they worked like Trojans, he said. Men and women instructors at the school also have helped in the building work.

Ranked as Leader In Industrial Arts

TERRE HAUTE, Ind.—Professor M. L. Laubach, head of the department of Industrial Arts, Indiana State Teachers College, has been ranked as one of the 100 leading men in the field of industrial arts, according to a selection made by Everett G. Pease at Iowa State College, Ames, Iowa. George K. Wells, of the state department of public instruction of Indiana, formerly a member of the Indiana State Teachers College faculty, is also listed in the group.

Truant School Dropped In New Rochelle

NEW ROCHELLE, N. Y.—Because truants are fewer now than in former days, owing to some extent to the greater attractiveness of modern public educational institutions, the Board of Education has voted to do away with the New Rochelle truant school. The board held that the maintenance of the old truant school was not warranted largely because the small number of truants did not justify the operating costs. Clifford S. Bragdon, acting superintendent of education, who recommended the discontinuance, declared "there is very little truancy nowadays. Most of the boys are there for misbehavior and failure to appreciate the advantages of regular classes."

CASTLE NOW COLLEGE FOR AMERICAN GIRLS

MEISSEN, Saxony. — American girls are now going to classes in romantic old Siebeneichen Castle, Germany, which was converted into a college by Baroness Monika von Miltitz, its owner.

The curriculum is designed primarily for American women desiring to teach German, but it includes preparatory courses in other professions calling for knowledge of the German language. Entrance requirements are at least two years study in an American University or college. The castle school is under the personal direction of the baroness.

Siebeneichen, or Seven Oaks Castle, is picturesquely situated on an eminence in the countryside near Neissen, where famous Dresden china is made. The first historical mention of Siebeneichen was made in 1394. The present castle, incorporating remains of an older Gothic structure, was built in the 1500's by Ernst von Miltitz, marshal of the Saxon Court.

An atmosphere of cloistral tranquillity now pervades the old fortress. The grounds where knights once matched their strength in tourneys are a beautiful park of old trees.

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Co-Education Seen As Divorce Check

CAMBRIDGE, Mass. — If more children were sent to co-educational schools, fewer of them would graduate from the divorce courts, John R. P. French, headmaster of the Cambridge school, asserted recently. "In New England it is our custom to send our girls to girls' preparatory schools," Mr. French said, "and our boys to their own institutions, and when they marry, then their co-education begins. Since they must some time learn to live together and to work together harmoniously, I believe that the chances are much better if they have been prepared for the adult job while they are growing up. In my experience with co-education I have never seen a reason for not having boys and girls study together."

Hunter Girls Enter Earlier

NEW YORK.—The average age at which students enter college is gradually decreasing, according to answers to a questionnaire sent to freshmen at Hunter College, the answers to which were made public. Of the 450 who answered, 350 said they were less than eighteen years old. Four are only fourteen years old. Despite the warning that the teaching field is overcrowded, 361 members of the class said they intended following that vocation. Among the scholastic preferences, biology and French ranked the highest. History and mathematics were next in popularity among the major subjects. Reading was given as the favorite avocation. Others included butterfly hunting and the care of babies.

Borodin Not In School Wife Heads

MOSCOW. — Surprise was occasioned here by the arrival of American newspapers carrying erroneous reports that Michael Borodin, famed Russian "adviser" in the Chinese revolution, is now principal of an elementary school for American and English children. The United Press has been assured that Borodin has no connection with the school. The error was due to the fact that Mrs. Fanny Borodin, his wife, who also played a role in the Chinese revolution, is the school head. Mrs. Borodin has been active in educational work since her return from China, where she was for some time a captive of the Northern anti-Soviet forces. She directs a school of foreign languages here, in which many Americans teach English. In addition to the school for American children in Moscow, one has been opened in Leningrad and others are planned by the authorities in Kharkov and other centres of foreign population.

FOREIGN INSTRUCTORS

Schools Said to Be Hindered By Immigration Laws

NEW YORK. — Miss Margaret Lambie, of Washington, in a brochure published recently by the Institute of International Education entitled "Some International Problems of the Teaching Profession," attacks the apathetic attitude of the United States with regard to the international interchange of teachers, and advocates that the government enter into negotiations to alleviate the present difficulties. She claims it is extremely hard for American schools and colleges to have foreign teachers because of immigration restrictions, and in many states of the Union because of state legislation against aliens.

Miss Lambie points out that in twenty states it is practically impossible for a foreigner to teach in schools supported by the commonwealth, either because the state laws require United States citizenship of all teachers, the filing of citizenship intentions, or an oath of allegiance to the United States. Foreign language teachers are sometimes excepted.

Miss Lambie concludes that these difficulties restricting the international interchange of teachers could be removed by treaties with foreign nations. Countries already parties to a convention or treaty for the establishment of such exchanges or for the practice of liberal professions include Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Paraguay, Peru, Nicaragua, Salvador, Uruguay and Venezuela, Belgium, Czechoslovakia, Denmark, France, Italy, Netherlands, Luxembourg, Norway, Poland, Rumania, Spain and Yugoslavia.

Shanghai School Raided Three Times

SHANGHAI.—United States consular authorities learned recently of a new attack by a roving band of Japanese plain-clothes men on an American mission school. The consular authorities were told that Japanese wreckers paid a third visit to the intermediate school of the Methodist Episcopal Church South, on Quinsin Road in the Hongkew section. The raiders smashed furniture and windows and scattered books and records about. Apparently they were seeking anti-Japanese propaganda, supposedly left behind by students who fled when the conflict started. The same property had been raided twice before by the Japanese, and on each occasion Edwin S. Cunningham, the United States Consul General, protested to Consul General Karamatsu Murai of Japan.

Graduates Warned To Shun Crowded Fields

BOSTON.—The more highly educated a woman is the more salary she will be able to command, and the greater her chances for security of employment, according to preliminary report on "Opportunities for Employment of College-Trained Women of Metropolitan Boston, 1930-31," prepared by five graduate students at Simmons College, in connection with the research department of the Women's Educational and Industrial Union. The report was made public at a dinner meeting of the American Association of University Women and the union. It pointed out that the supply exceeds the demand in every field of work. Harvey A. Wooster, director of the Massachusetts Commission on Stabilization of Employment, who spoke at the meeting, said that a college education is no guarantee against unemployment. He added that "the college graduate, man or woman, who enters overcrowded fields . . . may expect unemployment to be a recurrent problem. Unemployment is due largely to variations in the demand for labor, not to difference in the types of laborer."

Dutch Open School On Reclaimed Marsh

AMSTERDAM. — Twenty-five school children are getting instruction now in a little building near a sluice reclaimed from the Wieringermeer Polder (marshy tract), where the waters of the Zuyder Zee rolled less than two years ago. The quarterly review of the Zuyder Zee works describes the reclamation work in the Wieringermeer Polder. It says twenty houses and ten agricultural sheds have been fully completed, with 213 houses and twenty agricultural sheds now under construction, while building operations for seventy-two houses and thirty-three agricultural sheds will start soon.

Practical Teaching May Precede Degree

CINCINNATI, Ohio. — Teacher-training institutions may follow the lead of progressive medical colleges and require at least a year's practical experience before awarding a degree, according to Dr. Louis A. Pechstein, dean of the Teachers College, University of Cincinnati. Corresponding to the year's interneship which is now a prerequisite to a Doctor of Medicine degree in numerous medical colleges, a year of teaching under supervision might well precede a graduation from a teachers college, Dean Pechstein believes. "No part of the training given the student who is preparing to be a teacher is more valuable than observation and practice teaching," Dean Pechstein said.

Kenmore Bans Married Teachers

BUFFALO, N. Y.—Married school teachers in Kenmore, a suburb, will not be re-engaged when their contracts expire this spring, the Board of Education has decided. The action was taken at a stormy board meeting which resulted in slashing $45,000 from the school budget. In addition to removing the married teachers the board voted to hire unmarried women at less money and cut the salaries of all teachers and members of the educational staff $100 a year.

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Sincerely yours,
CHAS. E. VARNEY,
Supt. of Schools, Stoneham, Mass.

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Grins Between Grinds

Fixing It

A New York enthusiast has a good collection of etchings, one of them being the leaning tower of Pisa, which hangs over his writing desk. For a long time he noticed that it persisted in hanging crooked, despite the fact that he straightened it every morning. At last he spoke to the maid, asking her if she was responsible for its lopsided condition. "Why, yes," she said "I have to hang it crooked to make the tower stand straight."

• •

Wrong All Around

"As I was going over the bridge the other day," said an Irishman, "I met Pat O'Brien, 'O'Brien,' siz I, 'how are you?' 'Pretty well, thank you Brady,' sez he. 'Brady,' sez I, 'that's not me name.' 'Faith,' sez he, 'an mine's not O'Brien,' With that we looked at each other and sure it was naythur of us."

• •

Well Recommended

"Our Liza is a membah of de ways an' means committee."

"Is she? Den she's sure in de right place. Dat gal knows more about ways of bein' mean dan any other cullud lady I know!"

• •

Lots of Them

Globe Trotter—"I'll have to give it to your race, Mr. Goldstein. In every land I have visited I have found Hebrews, with the exception of Alaska."

Goldstein—"Alaska? Vell, I don't know, but Iceberg ain't no Presbyterian name, y' know."

• •

The Reverse

Paul's dad was writing an excuse for absence to the stern lady principal of his school. Watching over dad's shoulder and reading, "Dear Miss S." this eight-year-old boy said: "Oh, dad, don't say *dear*, she isn't that kind."

• •

Never Mentioned

"Your father was a college man, wasn't he?"

"Yes, but we never mention it. The college he went to had a rotten football team."

• •

Never Again

Customer: "Why don't you advertise?"

Storekeeper: "No, sir! I tried it once and it pretty near ruined me."

Customer: "How was that?"

Storekeeper: "People came in here and bought durned near everything I had."